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Speare, Frank Palmer

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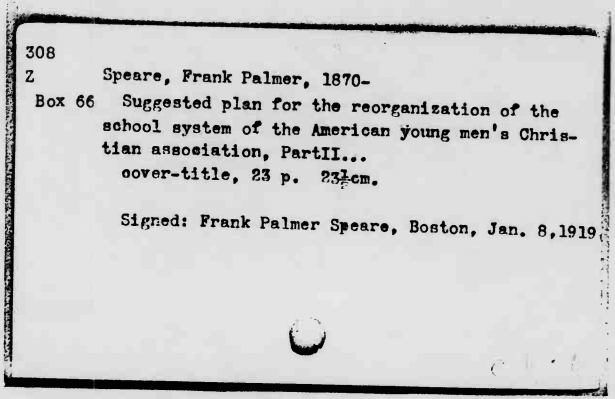
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Suggested Plan for the Reorganization of the School System of the American Young Men's Christian Associations

PART II

PART I of this plan was a preliminary survey of the field and a running comment regarding present conditions and proposed changes and readjustments.

The following recommendations are based upon continued study and frequent conferences with prominent educators, Association officials, financiers, and business men.

Whenever the plan has been completely presented and thoroughly discussed it has won approval, and the concensus of opinion seems to favor its adoption.

It should be distinctly understood at the outset that the writer does not advocate the establishment of a loosely organized, ineffective, feeble university. Such a suggestion would be unpardonable.

The plan calls for the standardization, coordination, and expansion of our elementary, secondary, vocational, and short term courses as a basis for the entire program,—higher education to be established gradually in a very few Associations which could demonstrate their ability to house, equip, and finance work of this nature successfully. Ninety per cent of the plan deals with courses now in operation, and seeks to benefit the vast majority of our membership. The higher courses are intended for the exceptional men who seek work of an advanced nature leading to the professions.

SUGGESTED PLAN FOR THE REORGANIZATION OF THE SCHOOL SYSTEM OF THE AMERICAN YOUNG MEN'S CHRISTIAN ASSOCIATIONS

PART II

In the spring of 1918, after months of investigation and deliberation, Part I of this report was read at a small gathering of the New England Association men held at Springfield College. It aroused immediate interest, and resulted in recommendations that steps be taken to unite the leading cities of New England in an educational program such as was suggested. A committee of three was invited to make a preliminary investigation and report.

The writer felt, however, that before anything was done toward the development of a New England project, the International Committee should be informed of the plan, and, accordingly, typewritten copies of the report were sent to Dr. Mott, Mr. Brockman, and others.

A few days later, word was received from these gentlemen that they were impressed by the plan and would like to see the writer personally, in order to obtain more complete information. He visited New York and had a long conference with Mr. Brockman. The same evening he was invited to the home of Mr. Alfred Marling, who in turn invited him to appear the next day at the monthly meeting of the International Committee, where the plan was again presented. An invitation then came to meet with the International Staff at Atlantic City, where time was taken in the midst of the intense activities of the war work to hear a brief exposition of the project, and it was announced that a special commission would be appointed by Dr. Mott to look into it.

Later in the spring the writer was invited to appear before the General Secretaries at the Springfield conference where the plan seemed to make a favorable impression, and a special committee of ten was authorized.

In the meantime the Educational Directors' Association had considered the matter, appointed a sub-committee, and expressed marked interest.

Early in October 1918 the writer was informed that the special commission headed by Mr. Shuey of Dayton, Ohio, had been appointed and was authorized to investigate the plan. On November 22nd a meeting of this commission was held at the Yale Club in New York and a committee of three was authorized to be appointed by the Chair.

Again in December the matter was presented at the conference at Atlantic City, at which time certain votes were passed favorable to the main proposition.

It will be seen, therefore, that the Boston Association, New England Associations, the Chairman of the International Committee, the General Secretary and his associates, the Educational Directors' Association, the General Secretaries in conference, the International Committee at their monthly meeting and conference, and three committees or commissions have all had the general plan under advisement.

During all this time the writer has carefully avoided making any public statement or prediction, has declined to meet representatives of the press who demanded preliminary reports, has restrained zealous educational secretaries who have insisted that the time was ripe for an immediate advance, and in the meantime, has been actively engaged in his investigation and de-

NORTHEASTERN COLLEGE
of the
BOSTON YOUNG MEN'S CHRISTIAN ASSOCIATION

Boston, Massachusetts.
January 18, 1919.

To the
Association Brotherhood.

Dear Friends:

Enclosed you will find a brief bearing upon the proposed plan of reorganization of the school system of the Young Men's Christian Association.

I trust that you will read this somewhat voluminous report, and should appreciate very much getting your reaction upon the general proposition.

At the recent convention held at Atlantic City it was voted to reorganize and enlarge the International Educational Committee, to encourage Northeastern College to expand its work, and to plan for a general educational advance throughout the country.

A small committee of International leaders now has the matter under advisement, and is seeking light. Any comments or suggestions you may have will be greatly appreciated by

Cordially yours,

FRANK P. SPEARE

President Northeastern College

24 Feb. 1920 - C.R.W.

ductions. He has endeavored to work out a plan which would be thoroughly applicable to all Associations, large and small, and would aid not only those already engaged in educational work, but also those which never have been so engaged.

The following statement and recommendations are based upon this experience and will, it is hoped, prove of value in solving the great problem which confronts us.

BASIS OF DISCUSSION

The Young Men's Christian Association has, during the past twenty-five years, made great progress in many of its lines of activity, but a study of the situation will show that the educational department has progressed but little of late, and that the amount expended by the International Committee for the promotion and supervision of this department has been very small as compared with the expenditures for the Railroad, Industrial, Boys' and several other departments.

The amount of this expenditure is directly reflected throughout the country in the condition of the Association educational work most of which has marked time for many years. There have been some outstanding exceptions where excellent work has been done, but as a whole our educational activities are unorganized and unrelated. Each Association is doing a wholly independent work, varying greatly, and in many cases unworthy of our Brotherhood.

A COMPREHENSIVE PLAN

In presenting a plan for reorganization, the writer has sought to provide a method whereby the work now being carried on may be improved, encouraged, and expanded, and also whereby a beginning may be made in standardizing and coordinating the work of college grade now being conducted by certain Associations, with a view to enabling us finally to offer a program extending from the elementary branches of the grammar school through the various sub-divisions of the high school, including an industrial program, and through a university program of real dignity and merit.

RECOMMENDATIONS

A careful study of our organization and field prompts the following recommendations:

I. That a corporation under a national charter and with an appropriate title be formed for the express purpose of handling all branches of Association educational work from the most elementary to the most advanced;

II. That the charter of this corporation provide for the right to grant degrees in Law, Commerce and Finance, Engineering and other advanced courses;

III. That the corporation be entitled to do all things necessary and convenient for conducting its work through a central plant, with branches in the various cities of the Union and elsewhere;

IV. That it be entitled to hold property, receive bequests, and perform all ordinary corporate acts.

The laws of the District of Columbia, as interpreted by the courts, define an "institution of learning" as an institution solely concerned with higher education. This would make it necessary for the charter to set forth the professorships to be established but would seem to preclude, as I under-

stand it, or make unnecessary, detailed specifications as to what else was to be done by the corporation other than offering higher education.

It is suggested that the corporation, at the outset, plan to devote its energies very largely to the standardization, coordination, and general improvement of the conventional, elementary, secondary, and vocational courses now being offered by the great majority of our Associations. The establishment of advanced courses, with degree-granting privileges, should be approached with the utmost care through an experimental program confined to a few very strong Associations which would be prepared adequately to house, equip, and conduct work of this kind, and which would agree to meet the most exacting requirements imposed by the corporation and to underwrite the work for a number of years. Without question there is a great need for this specialized higher education as offered by certain Associations, and this need will increase with the years.

WORK NOW BEING DONE

Boston has demonstrated not only that work of this nature is called for and the courses largely attended, but that such schools can gain broad recognition because of their dignified and permanent results. It is to be assumed, therefore, that if the same methods, courses, texts, and supervision be employed in other cities under equally favorable conditions the results will be equally good.

DETACHED COURSES

It would be possible, however, for many Associations to establish and maintain detached technical and professional courses of such excellence that they would fully represent college and university grade, credit for which could be given by the local Association, whether it was offering the complete curriculum or not, the idea being that when a student completed these detached courses in one Association he could receive credit for them in any other Association which offered the complete program and degree. These detached courses would be run in accordance with the corporation schedule and outline, meeting the same standards and carried on under the same supervision.

This plan would enable a start to be made in many large Associations which could gradually build up a complete program leading ultimately to a degree.

NAME OF CORPORATION

The question will arise as to the most appropriate name for this corporation. International University of the Young Men's Christian Association would undoubtedly be the most effective, but in case this title is regarded as too ambitious at present, and in view of the fact that the name of a corporation can be easily changed, it might be well to take some such title as International Institute, International Educational Corporation, or Educational System of the Young Men's Christian Association, though of course it would be more difficult to enroll large numbers of high grade men under these captions. Students very naturally desire definite recognition for certain attainment, and the word college, or university, carries with it certain advantages not otherwise obtainable. The title is a matter for serious consideration, and is open to debate.

WHY DEGREES?

The question is always asked why evening students desire degrees, and if they should be entitled to them. As we understand it, a degree is a seal of accomplishment, and if it is legitimate for certain favored men to recite in the day and study nights, it seems difficult to understand why other equally capable men should not be entitled to recite in the early evening hours, studying at other convenient times and receiving due recognition, provided that they meet all educational requirements, when it is recognized that their daily experiences and knowledge of men and affairs form a very valuable element in their training.

It is a demonstrated fact that evening schools when conducted for the benefit of high grade, intelligent men, and dealing with advanced subjects, succeed to the fullest extent only when a degree is given upon the completion of the curriculum.

The following case is typical. A certain technical school in the Association system, having a four-year course of high grade, and broadly recognized for its standards of scholarship and severe requirements has had the following experience for many years.

A freshman class may number 100; the same class the second year will contain 75; the third year 25 will remain; the graduating class will contain only 8 or 10 of the original 100. A certain percentage of these men, of course, leave for reasons over which they have no control, but the great majority go to the head of the school and tell him with candor that they are perfectly satisfied with the course of study, teachers, methods, and results, but that they must have a degree, and propose to go where they can get one. The result is that they leave, enter other schools, some of them inferior to the first, and graduate as college men with their ratings and proper credentials.

It would be impossible, therefore, for us to attempt to establish a complete educational system of high grade unless this final recognition were made available to our graduates of actual college attainment. The requirements for promotion and graduation may be made as exacting as any board of supervisors can contrive. These things are incidental. Men in general will not attend a school of severe requirements, be it ever so good, unless it has degree-granting powers, but will attend and submit to every regulation if the work, standards, and recognition are adequate.

We should incorporate in our program every standard requirement, making these, if anything, stiffer than in other schools, and live fully up to any specifications which may be drawn, with the expectation that but a small percentage will ever obtain a degree, but convinced that these few will encourage the many and that the distinction of the university title and degree will raise the standards of every course in the university, secondary, and industrial departments, and form a fitting apex to our educational pyramid. Opportunity and quality are the sole considerations which should influence us in this matter.

The graduates of Northeastern College have no apologies to offer. They are in open and successful competition with the graduates of our best universities and technical schools.

TRUSTEES

It is recommended that the trustees of this new corporation, which we will call for the time being the International Institute of the Young Men's Christian Association, include the President, General Secretary, and Educational Com-

mittee of the International Committee, prominent state secretaries and general secretaries, the president of the Educational Directors' Association, educators, business men, and financiers; that the President of the International Committee always be the president of this Board of Trustees, and that all the members of the Educational Committee of the International Committee always sustain this dual relationship, this Board of Trustees to be thoroughly representative of the best in our movement, and chosen from the various parts of the country. The number, under ordinary circumstances, should not exceed twenty-five.

BOARD OF GOVERNORS

From this Board of Trustees should be chosen a Board of Governors, the Chairman of the Board to be the same person who is Chairman of the International Educational Committee. This Board should be small and thoroughly representative, consisting entirely of men who believe absolutely in our Educational Department and are determined to see it grow and prosper. This Board of Governors should be willing to give an adequate amount of time to the affairs of the corporation.

OFFICERS

There should be chosen a President of the Board of Trustees, two Vice-Presidents, a Secretary, and a Treasurer. There should also be chosen a President or chief executive of the Faculty, who should be put in charge of all details of our educational system. He in turn should be surrounded by a thoroughly competent staff of trained and devoted men who have had both educational and Association experience, this executive body to work under the direction of the Board of Governors and supervise all Association educational activities. This executive staff should be provided with offices, appliances, clerical force, etc., and be attached at once to a working laboratory in the form of a successful and aggressive Association school.

INITIAL PROGRAM

This supervising staff should enter upon the following program:

1st. Survey the Association educational work now being done throughout the country.

2nd. Prepare standard courses dealing with these conventional subjects.

3rd. Compile a list of textbooks and study manuals for general adoption.

4th. Prepare monthly tests to be used in the various courses.

5th. Prepare examinations to be given upon the completion of each course or half course.

6th. Prepare monthly and yearly records to show progress in all branches of the school system.

7th. Prepare and issue a dignified statement in the form of a catalogue setting forth our educational aims and expectations.

8th. Begin active work in encouraging a general educational advance.

9th. Invite general participation by all Associations in the elementary, secondary, and vocational courses.

ADVANCED PROGRAM

10th. Make a study of the work of college grade now being carried on and determine which Associations should be encouraged to participate in this more advanced program.

11th. Prepare courses of study, outlines, and general texts for the establishment, coordination, and standardization of the college courses.

12th. Get in early contact with those Associations which are desirous of participating in the college program and arrange for a personal consultation with the Directors and the Educational Committee.

13th. Make a study of the men available for both teaching and directing, from the elementary and conventional courses to those of college grade.

14th. Take steps to secure attendance at the Summer School, 1919, for the special training of these men.

15th. Prepare standard catalogues for general adoption, bearing upon all phases of the educational work.

16th. Prepare a carefully worked out financial policy and operating chart for the smaller fields, larger fields, and those which are to participate in the college program.

17th. Set up a carefully prepared plan of local and national costs.

18th. Organize the traveling supervisors and get them out on the road for conference, encouragement, and general supervision.

19th. Plan to put into operation part of the elementary and secondary courses, and as much of the higher work as conditions warrant, in season for the next school year.

Care should be exercised not to encourage Associations to do too much, or to attempt work of too advanced a nature in the beginning; they should be led to build up, gradually, a strong, practical program such as could be handled permanently and effectively.

WHY A WORKING LABORATORY OR HOME BASE IS NECESSARY

The writer is fully persuaded that there should be maintained from the outset a central educational plant, to be used as a working laboratory, rather than to maintain an office staff and a corps of traveling theorists. He strongly advocates the establishment of such headquarters, from which should emanate educational material, outlines, and the trained supervision of educators actively engaged throughout a certain portion of each year in actual school management.

One reason why the International supervision of the Educational Department thus far has not made a stronger appeal has been that the International Staff has carried on no educational work itself, but has gone into the field to tell those who were *doing* the work how to do it. The result has been that few Associations took the advice and recommendations as seriously as they should have done, and each pursued its own methods regardless of everyone else, seeking to meet the needs of its community as it saw fit.

If, under the plan of reorganization, a strong Association school is taken as a working laboratory for the time being, its faculty strengthened, its equipment and facilities brought up to the highest state of efficiency and its trained executives made to function in the university, secondary, and industrial programs, the actual doing of the work will stimulate the department heads to maintain resident standards, will lead them to adopt the most approved methods, and will fill them with enthusiasm for the projection of

their special lines. More important still, this will enable the traveling staff to speak with authority as to what is best, point to the central plant for successful methods, and urge Association officials generally to observe at first hand how to obtain the best results.

To use a commercial parallel, it is a well known fact that traveling salesmen never succeed unless they feel that they are absolutely backed by the factory. They must be provided with samples which truly represent the quality of the goods to be sold, and then the factory must religiously live up to this quality, make prompt and satisfactory shipments, and thus take care of the firm's customers.

The salesmen are called in at frequent periods for consultation, are taken through the plant to become familiar with the processes of manufacture and to see the goods actually being made. When thoroughly acquainted with these processes they go forth filled with pride, loyalty, and enthusiasm for their employers and the firm, to dispose of what they feel to be in part their own product.

Again, most buyers insist upon being *shown*, and a salesman is helpless without samples. It will be impossible for us to awaken an enthusiastic interest in our educational program, secure cooperation, and set up a worthy system unless we have something worth while to show as a working model.

With the home base or laboratory established and in perfect running order, the staff can undertake its expansion and projection with confidence. An investigation will prove that many of our most successful associations have been greatly stimulated and aided by what their representatives have seen being done in Boston and elsewhere.

These facts should be taken into consideration in dealing with our great contemplated program. This home base should be organized and conducted on such a high plane that no one could question its motives, its methods, or its output. From this home base should radiate a group of competent, live and devoted men to go into the field, arouse interest, and set up the branches, tell the local staff not only what should be, but what is being done at headquarters, and stimulate them to measure fully up to the central plant. If this is done, the response will be immediate. If the matter is undertaken on the present basis, we shall experience another and greater disappointment.

BUSINESS ASPECTS

The chain school idea from its managerial standpoint is a business proposition. It is a volume business based upon demand, production, and distribution. The typical educator, college president, or pyschologist knows little about these things. On the other hand, business men would be so engrossed with the administrative details and unfamiliar complications that they would be apt to lose sight of educational values, which would be equally disastrous. We need an administration which has at heart the true Association ideal; namely: character building, vocational efficiency, culture and humanitarianism, and backed by Association educational experience and the highest type of business efficiency.

If we can assemble an organization of this type under a strong board of control and leadership, and relate it to a proper working laboratory, we shall have incorporated the chief elements for success at the outset, and good results will surely follow.

BOSTON WILL AID

During frequent conference with members of the Board of Directors of the Boston Association and the Board of Governors of Northeastern College, this proposed plan has been discussed, and the writer has reason to believe that Boston would be glad to act as a central plant for the time being, and later when a new center with extensive buildings and equipment is established elsewhere, to form one of the regional centers.

Boston has no desire to propagate itself or to spread its ideals as such over the country, and suggests that, in case it is chosen as the home office and laboratory for the new corporation and Northeastern College is used in this connection, the relationship be established for a period not exceeding five years. Meanwhile many of the problems would have been met and solved, and at the end of this time it could be decided when and where the permanent heaquarters should be established.

It should be distinctly understood that nothing the writer has ever said or written regarding the possible relationship between Northeastern College, the Boston Association and the International Committee has been authorized by the Board of Directors or the Trustees. Whatever he has said has been on his own initiative. The President, General Secretary, Treasurer, and Educational Committee have all expressed entire sympathy with the proposal, but no formal action has ever been taken.

If such a plan could be worked out, it would give the new corporation an immediate and dignified entrance into the field of higher, secondary, and industrial education, and would bring into the staff a number of trained, experienced, and competent men who could at once undertake the development of their respective lines.

It would also be highly desirable to draw from among the Educational Secretaries of North America a number of able men, each a specialist, who could join the central organization and undertake the expansion and supervision of the special and regular courses so successfully maintained by many of our Associations. Their cooperation and advice would be invaluable. The writer believes that any reorganization should come from within, and that it would be a great mistake to ask men from the outside to join us and attempt to conduct our highly specialized work.

CONVENTIONAL COURSES TO BE STANDARDIZED

All the conventional courses now conducted by the typical associations should be standardized, coordinated, and brought up to a high state of efficiency, these to include grammar school and high school branches, industrial courses, commercial, cultural, and short-term courses of all kinds.

ADVANCED COURSES

The advanced courses should be established in a very few of our strongest associations, and only where the field is promising. The programs available for the several communities could include: a School of Commerce and Finance, an Evening School of Engineering, a Cooperative School of Engineering, a Law School, and certain courses of a School of Liberal Arts.

Only the freshman classes should be started in September 1919, to be followed in succession by the upper classes until the full four year program was in operation. At the end of the first year the difficulties would have been discovered and corrected, and then other Associations could be allowed to undertake the freshman work, the number being gradually increased as the occasion demanded.

DIVISION OF TERRITORY

The writer would recommend that the country be divided into zones, each in charge of a regional director who would be the educational director in the strongest city Association in that zone. He would perform several functions. First, he would direct the work in his own Association. Second, he would act as a state or interstate educational director, having supervision over the work of other Associations in his zone. Third, he would spend a portion of each year at the national headquarters, where he would meet with the faculty and deans, help work out national problems, exchange ideas with his associates and finally go back into his field to put these plans into operation.

ZONE SPECIALIZATION

While the central branch would carry on all types of work in a thorough manner, the leading Associations in each zone, in addition to offering their usual courses, would be expected to develop to the highest state of excellence the type of work for which that zone was pre-eminent. For instance: Boston would emphasize the woolen and leather trades and technical education; New York, the great financial center, would stress its banking, finance, foreign trade, and related subjects; Washington would emphasize its courses in preparation for employment in the various bureaus and for positions in the diplomatic service; the southern zones would stress agriculture, cotton, machinery, and manufacture; the far west would stress mining, lumbering, and other outstanding industries, while the central zone would emphasize commerce and manufacturing, agriculture, etc.

It will be seen that through this method of development each main division of commerce, finance and industry, science, and engineering would be highly developed and worked out at headquarters and in the several zones, and projected wherever there was a need, every regional director being brought into close personal contact with every other director at headquarters, and their joint action would be mutually beneficial.

TEXT MATERIAL

While there are a great number of excellent text books on the market, it is a fact that there are comparatively few which completely meet the needs of evening school students, the nature of the work demanding that the various subjects be digested and treated in special ways. Some of the text material created in Association schools has been found particularly effective, and Northeastern College is now supplying several of the larger Associations with accounting and other material. Courses in many of the high school subjects, mechanical drawing, shop mathematics, and the sciences have also been prepared, and could readily be made available for general use.

Members of the faculty of Northeastern College are now engaged by the State Board of Education of Massachusetts in the preparation of text material for university extension, in which work they have become proficient.

The Association Press is well qualified to handle all text material, and would contribute largely to the success of the undertaking.

EXTENSION WORK

Tens of thousands of men and boys throughout the rural districts are yearly enrolled in correspondence or extension courses. The writer's plan calls

for a strong advance in this field. Regional directors would supervise the work in their local Associations and surrounding Associations and through the county secretaries would reach the outlying districts.

The great advantage of the Association method of instruction over the usual correspondence courses would be that our students would be supplied with standard text books, outlines, digests, and detailed instructions as to study, and home work which could be sent in for correction. In addition to these features, the students would be assembled at certain times in the nearest Association center, whether it be an Association building or the office of the county secretary, and there would be given oral reviews and written examinations. In this way the ability of the students would be actually tested and recorded, and the work which they did could be credited toward the more advanced courses in our regular schools.

NATIONAL ADVERTISING

One of the most valuable features of this proposed organization is the possibility of national advertising. This should be prepared with great care and should set forth our educational aim and expectations. It should be dignified, forceful, and conclusive, and should seek to acquaint all classes of people with what we were undertaking, where and when these courses were available, and other important facts.

FREEDOM OF ACTION

No Association should be urged to participate in this program. The organization should be set up, its plans announced, and only those Associations should participate which signified their desire and were in a position to do creditable work, and live up to the requirements.

CONTRACTUAL RELATIONS

A contract should be prepared, setting forth the obligations of both participating parties, and guaranteeing specific performance covering a period of years.

LOCAL STATEMENT OF CONDITION

Each Association seeking to secure the advantage of this cooperative plan should file a statement setting forth its membership, physical resources, financial resources, past experience in educational work, courses now in operation, with their outlines of study, attendance, fees, and net income, a list of other institutions operating in similar lines, a statement as to whether duplication was taking place or not, and other matters of local importance.

ADMISSION REQUIREMENTS

Associations which were able to meet the reasonable but necessary requirements would be admitted to membership and at once be treated as a part of the general organization. The list of resident teachers submitted would be acted upon, courses of study forwarded, text books recommended, dates of opening and closing set, examinations prepared at headquarters and sent to the branches at stated times, where they would be taken by the students and the corrected answers sent back for recording.

Duplicate records should be kept at each branch and headquarters, especially the records of attendance, examinations, marks, and final standing.

STANDARD RECORDS

All records should be kept in accordance with the best business and college practice, and contain the more important facts regarding the physical, mental, social, moral, and spiritual characteristics of our student body. Our system is based upon the development of the all-round man, and recognition should be taken of all these facts in planning a symmetrical and scientific course of training.

TRANSFERS

This plan would make it possible for a student to leave one city, go to another, and continue his work without interruption or loss of time, and every school in the system could give credit to students coming from distant points and bringing proof of their standing.

EMPLOYMENT BUREAU

It would be possible for us to establish a national employment bureau which would bring to our students information obtainable in no other way, and give them a wide field of opportunity.

AUTONOMY

The autonomy of each local Association and each state would be preserved through the personnel of the trustees of the corporation. None but the college courses would lead to the degree, but the same organization which handled the college program should supervise all other types of our educational work. We should have, in a word, a complete school system from the grammar school to the university under a single control, but this control so representative of the entire Brotherhood that each element would have a voice in the policies.

CHARTER

The national charter already obtained gives broad powers. The possibility of using this charter, with legal headquarters at Washington, should be determined at once by competent authority. One opinion has been obtained to the effect that it can be so used, and such is the impression in the Bureau at Washington, but this point should be settled at the outset. In case our present charter is not available, three other methods are possible. First, the charter of Northeastern College could be used for a time. Second, a special bill could be passed through Congress. Third, separate charters could be secured by each regional center. If the charter we now hold is applicable to the case, it would fully meet our needs, because of its broad powers and privileges. It would be vastly more effective than a series of loosely related school centers.

HOME OFFICE FACULTY

The faculty at headquarters should consist of men of Christian character, training, and broad experience in Association educational work. They should function both in the working laboratory and on the National staff, thereby gaining them direct touch with educational methods and an opportunity to work out in actual practice any theories advanced. This home faculty should sustain a close working relationship with the traveling supervisors, heads of departments and regional directors.

TRAINING OF TEACHERS AND DIRECTORS

One of the most important features of such a prog am would be the development of competent leadership. Part of this plan includes a training school for regional directors, local directors, and heads of departments.

As at present organized, the success or failure of any local branch, educationally, depends upon the caliber of the educational secretary and his relationship with the general secretary. Strong schools are frequently developed under competent leadership, which prosper during an administration and decline under a change of management.

We must seek in every way to avoid this tendency, first through securing well educated, experienced, and ambitious young men, training them for our service and giving them an opportunity to build a career worthy of the best educational traditions.

Dr. Nicholas Murray Butler, in a recent remarkable address delivered at Princeton, N. J., makes the following statement: "The ambitious and high-spirited man will be drawn to education as a career and held to it so soon as he finds that it offers him an opportunity for reputation and for usefulness that is commensurate with his ambition and with his capacity."

We must provide such opportunities for choice men, and secure their continued service, rather than allow them to come and go as in the past, with all the upsets, disappointments, and losses which these changes make inevitable.

TYPE OF TRAINING SCHOOL

This plan calls for the establishment of a training course at headquarters, covering a period of three months, for the benefit of men who are to become regional directors, educational directors in local fields, heads of departments, and teachers of special courses.

The course would consist of practical work in the various departments of the home school, teaching methods, familiarity with the records and statistics, meeting students, attending faculty meetings, report writing, and attendance for several weeks upon a course at Harvard University.

The estimated cost of this service would vary in accordance with the number of men who attend. The men would be paid while studying, would board themselves, and pay all traveling and tuition costs. They would be provided with a director who would have oversight of their program and keep careful records of their progress, initiative, intelligence and adaptability. A summary of the cost of this department appears in the home office budget submitted to the special commission.

WHY SUPERVISION IS NECESSARY

The membership of the Young Men's Christian Association is largely migratory. Members may join in a small community, transfer to a larger place, and finally locate in some great metropolitan center. Any system of education which seeks to meet effectively the needs of this changing constituency must plan to give these men, wherever located, definite instruction of a standard type—instruction so carefully outlined, supervised, and recorded that it will warrant local recognition and enable the student to pass from town to city and from one metropolitan center to another, receiving credit for all that he does and being advanced from grade to grade upon presentation of proper credentials. This means that the courses of study, the text material, the monthly tests, the term and final examinations must be standardized and properly recorded, or no interchange among Association schools or be-

tween our system and other systems will ever be possible. In fact without supervision there can be no credits and without credits there can be no interchange between Associations, or, quite as important, between our system and other systems, schools, or colleges.

The Associations which are now conducting or which should conduct educational work are spread over a vast area and many of our educational secretaries are isolated. They cannot affiliate with public or private school masters for their interests are not in common. They are obliged to carry on their work largely independent of other local, educational movements, and each is left to work out his own salvation. Some agency must be provided to which they can turn for advice and direction, and which will go to them at regular periods with encouragement, inspiration, and definite aid.

It is not always appreciated that education is one of the few lines of human activity which can be standardized, tested, and measured. If a gymnasium, for instance, has a large membership and the men are happy and loyal, that gymnasium is a success. If a boy's department is well attended, the the boys are happy, the parents are pleased and there is an evident improvement in their morals, physique and a certain number are led to church membership, that department is regarded as a success. On the other hand, even though a school is well housed and equipped, the instructors capable and enthusiastic, the attendance large, and the students loyal, if they are unable to pass the local, college, bar, C. P. A. or other recognized examinations, that school is a failure, for upon being tested and measured it has been found wanting.

All modern school systems are supervised, and we can be no exception, for while the work in the different cities varies decidedly in many respects, and should be encouraged to meet local needs most effectively, there are certain fundamental subjects which are common to all systems. There are certain groups of courses which positively must be alike in order to give the graduate any standing among his fellows, and though the utmost liberty should be allowed in work of a special nature, the fundamental, secondary, technical, and advanced courses must be standardized if they are ever to command respect, and recognition.

The method of procedure in Massachusetts is typical. Even in this small compact state with abundant transportation facilities and short distances, an effective system of state and local supervision is maintained. We employ a State Commissioner of Education, and nearly a dozen deputies, who spend their time in the visitation of schools. In addition, every city maintains a superintendent of schools and assistants. The country towns are grouped into districts and placed under the guidance of superintendents. All of these men are especially trained and experienced in this branch of service, and are busily employed throughout the year in visitation and helpful conference. If this large number of supervisors is necessary, in order to maintain the standards of schools devoted to conventional and well established lines of activity, much greater is the need for supervision among the Associations, separated by long distances, meeting new and unusual conditions, attended by a large and ambitious body of young men who frequently change their locations yet seek to develop themselves most effectively under our guidance.

The supervision provided by our International organization should be of four types. First, through a demonstration at headquarters of how a successful Association school unit is conducted; second, through regular and personal visitation by traveling supervisors; third, by correspondence; and fourth by educational conferences held at regular periods in different parts

of the country. Supervision of this type under the control of a thoroughly representative board of trustees would be highly effective and beneficial from every standpoint. It would enable us to standardize our work effectively, employ national advertising, and encourage thousands of men and boys who have never attended our schools to begin their work of self-improvement wherever they might be located, and to follow carefully a prescribed course, leading from the lowest to the highest grades, though it might require a change of location at stated times. In fact it is the opinion of the writer that we shall never achieve our ideal until adequate and tactful supervision has been provided, radiating from a central plant, and brought directly to the local Associations through a devoted, highly skilled, enthusiastic body of supervisors.

RESTRICTIONS

Local Associations in general would be in no way restricted as to the independent courses which they offered, but would be able to conduct any line of work which met local needs. If, however, they placed all of their courses, or certain of their schools, under national supervision, they would be obliged to follow the standard outlines in such courses or schools and conform in all ways to the requirements relating thereto.

It will be seen that in this way an Association which had been specializing in short-term courses could establish a branch of the secondary schools or university and participate in all the advantages without giving up any of its rights and privileges in other lines.

LEGISLATION THROUGH REPRESENTATION

The directing body in general control would be the servant of the Association, created, set up, and governed by it. Conformity with its rulings and system would in no way call for a surrender of local rights or prerogatives. This whole plan is based upon the doctrine of legislation *with* representation.

WOULD ASSOCIATIONS PARTICIPATE?

The question may be asked: would the Associations join in such a plan? The only answer we can give is that a large number of them, through their representatives, have expressed an eagerness to combine under joint control and leadership. While some might hesitate, it is felt that the greatest difficulty would be to restrain too hasty acceptance—and rapid development.

The plan is neither utopian not speculative, but is the result of over twenty years of Association educational work in a typical American city where a system and organization have been built up for the express purpose of enabling us to back up this recommendation by a successful demonstration.

The evolution of Northeastern College and its secondary schools covering a period of twenty-two years has been brought about in an effort to demonstrate that the Association as an organization is capable of establishing and conducting schools which measure up to high educational standards and are worthy of recognition and support.

CONSERVING PAST SUCCESSES

The Association at large has achieved such remarkable results in its educational work, with its branches unorganized and unrelated, that the proposed plan, conserving, as it does, all that has gone before, and building on this splendid foundation, would raise the standards and increase the efficiency of every department immeasurably.

A CONTINENTAL CAMPUS

The proposed system would bring to the employed men and boys of America not only an extensive and highly diversified program, but an opportunity to start in the lowest grades in a country town, exhaust its educational opportunities, move to an Association in a larger place doing more advanced work, continue their courses, and finally enter an Association conducting college work and graduate with a well deserved degree—a finished Association product.

Our plan should be regarded as a pyramid, its base representing the elementary, secondary, industrial and special courses, gradually tapering to the apex, at which point a small but highly intelligent student body would finally achieve the dignity of a degree, yet graduating *all along the way* men trained to definite pursuits or careers.

We are not unmindful that this proposal contains many educational, financial, social, and managerial problems, but, if undertaken in the right way, and with a small beginning, it can be carefully developed, judiciously managed, and put into operation with entire success.

In its new form it would prove of lasting value to men and boys by the hundreds of thousands who come within the sphere of Association influence.

SHOULD THE ASSOCIATION UNDERTAKE SUCH A COMPREHENSIVE PROGRAM?

Education is in a certain sense a commodity; it certainly is a common need. No institution or group of institutions, elementary or collegiate, desires a monopoly or seeks to create a trust available only to the favored few. It has been shown that but two men out of every hundred graduate from the colleges and universities. If, therefore, five times as many colleges were established, or five times as many students attended those already established, there would still be 90% of our population who would receive no higher education.

Statistics show that but 10% of our population graduate from the high schools. If, therefore, five times as many high schools were established, or five times as many students graduated from those already established, there would still be 50% of our population who failed to obtain the equivalent of a high school education.

These figures show that our field, even in favored America, is well nigh limitless. We have the buildings, local staff, state and international organization, years of successful experience, and high ideals. There is every reason why these elements should be combined in offering a great system of general, vocational, specialized, and higher education such as this plan contemplates.

FINANCIAL PROBLEM

The cost of establishing new and independent headquarters, erecting buildings, securing a number of full time, high grade men, and setting up a national program would be vast. It would require a number of years and present many new and difficult problems. It would seem much wiser, in order to avoid this delay, to utilize the experience, equipment, and personnel of the Boston or some other Association, augmented by the services, for full or part time, of a number of outstanding educational secretaries from various Associations, thus uniting and focusing this accumulated knowledge and experience upon our program, and enabling us to make an early and effective entrance into the field of dignified and permanent education.

Under this form of organization the problems would have been met and solved, and it would then be much easier and less expensive to establish permanent headquarters in whatever part of the country was deemed best adapted to the purpose.

The expense of beginning this enterprise with the home office and school located at Boston as suggested would be but a fraction of that necessary for the independent plant.

It is to be assumed that an international headquarters would ultimately be established elsewhere, and a plan with this purpose in mind has been carefully worked out. The budget submitted to the commission, however, has been prepared with the idea of employing the facilities of Boston for the first five years.

Important Note—Should any other metropolitan Association prove, upon investigation, to be better adapted to become temporary headquarters of the International Institute, Boston would cheerfully undertake the work of establishing an effective zone and regional center. There will be an immense amount of hard work involved in launching and putting in successful operation the corporation which the writer has recommended. Misunderstandings are bound to arise; mistakes will be made; criticisms are inevitable. All of these factors must be anticipated and overcome. Vision, sound judgment, diplomacy, patience, courage, team work, and enthusiasm, all of a high order, will be required to accomplish this great task. The question is not, *who* is to do the work, or *where* it is to be done; the supreme demand is to get it done most effectively, at the least expense, and without loss of time.

NATIONAL BUDGET

The national budget for the home office, which has been worked out and submitted to the commission, includes the salaries of an executive staff for part time, clerical and office expenses, rental, office furniture and fixtures, duplicating machines, typewriters, postage and miscellaneous charges, editorial work by part time men in the preparation of the courses of study, manuals, digests, etc., and an executive secretary for full time.

The field expenses include the services of four traveling supervisors to be kept on the road eight months each year, also the salary of an accountant for full time.

General expenses include catalogues, training school, express, and a liberal amount for national publicity.

The summer school estimate is for the salaries and expenses of 20 student directors for a period of 12 weeks, and a secretary in charge of this work.

The estimate, it is felt, is liberal, and provides: 1st, for the encouragement, standardization, coordination, and close supervision of all Association educational work wherever conducted and when a desire is expressed for this service; 2nd, for the establishment in a few strong Associations of the proposed university courses, offering the freshman year only, and adding to existing programs whatever may be necessary to bring them up to actual university standards, these Associations to be located in any part of the country.

HOW COULD THIS BUDGET BE RAISED?

Several plans have suggested themselves. First, a complete underwriting of the corporation by the International Committee, the funds to be raised through public subscription, and the service to be rendered to all branches free of expense.

Second, one half of the amount to be underwritten by the International Committee, the other half to be assumed by participating Associations on some equitable basis, either a per capita charge or a flat rate.

Third, to raise an endowment fund of two million dollars, the interest on which would be sufficient to meet all present and immediateiy prospective needs. It is felt that this could be done with comparative ease when demonstrated that a similar amount would be necessary to underwrite a small local college, but when devoted to the Association program would directly benefit a multitude of men. This would prove a most attractive form of investment for men of large means who wish to aid mankind in solving life problems.

PROVIDING FOR THE FUTURE

It will be at once apparent that an income of a hundred thousand dollars a year would be insufficient to provide for a broadly applied international plan, and this assumption it correct. There would, however, be certain sources of revenue which would help materially in absorbing these growing charges after the system was in operation.

BRANCH FINANCE

It is understood that the finances of each participating branch would be taken care of wholly by the local Association. A study is being completed of the probable expense of conducting college courses, based upon the experience of Northeastern College, which shows that the work could be undertaken in a highly creditable manner in many fields. A similar study of the secondary and industrial courses is also under way, which will be available in due time. If the national work were underwritten by the International Committee or through popular subscription or endowment, the branches would be relieved of this national overhead, but if it were deemed best to divide the expenses half and half, it would be necessary for each local Association to add a certain amount to its expense account. This would have to be divided between the secondary and college work on some equitable basis. It is hoped, however, that a plan may be evolved whereby the international service may be offered gratuitously.

BRANCH ENDOWMENT

One of the chief difficulties confronting the branch Associations would be the cost of equipping and maintaining really high grade schools. So long as the work is handled in short term courses which wax and wane from season to season, with large classes and constant promotional activity, revenue can be earned in some subjects. As soon, however, as the work is placed on a dignified and permanent basis, the cost of operation begins to rise steadily. More and better equipment must be furnished. Classes must be reduced in size. A better class of teachers must be employed. Adequate records must be kept. Everything that savors of froth or exploitation must be avoided. *The writer is fully persuaded that we must not only endow the national organization so that it may be able to offer its services gratuitously, but that each Association which undertakes to offer college work will find it necessary to underwrite its educational department through an endowment or guarantee fund.*

This amount need not be large as compared with the usual educational institution, but should run from $100,000 to $250,000 and be obtained as soon as possible.

It is very difficult to induce high grade teachers to sever their other connections, burn their bridges behind them, and absolutely gamble as to the future. There have been too many failures in the past; there have been too many Associations which, under stress of circumstances, have formally closed their educational work because it ceased to pay expenses or had become a load. If we expect to secure and hold good men who can really educate in the best sense of the word, we must make adequate provision for safeguarding the local school work in each Association and insuring its permanence.

The General Secretaries of the Metropolitan Associations in conference decided to undertake this most necessary and imperative work, and have asked Mr. Stone of Oregon to devote a number of months to this service. Mr. Stone is fully alive to the situation and should receive every encouragement in this great task.

Those Associations which offer only elementary, secondary, industrial short-term, and higher courses of such a nature that they may be changed, discontinued, or molded in accordance with home conditions will find it less necessary to provide an endowment, but even such Associations would be in a much better position if their educational work were endowed.

It is the opinion of the writer that an endowment for educational purposes could be more easily raised than for any other department of our work. Hundreds of millions of dollars have been given to the colleges and universities for the education of the 2% who are able to avail themselves of the opportunities, and there are most assuredly many persons of large means who would be only too glad to assist in this great movement for popular and universal education. The things that are necessary, however, and which we have utterly lacked so far, are a clearly defined aim and expectation, and a guarantee of permanence.

It will be useless for us to endeavor to secure endowment funds until we are pledged to a permanent policy, and have created an educational system which will endure for all time.

AUSPICIOUS MOMENT

Now is the time for us to act in these vital matters of organization, standardization, endowment, and general advance. We have demonstrated that people can be educated during the evening quite as well as during the day. We have turned out thousands of high grade, technically trained men who are making a mark for themselves. This is generally known and recognized by properly informed persons. We shall either occupy this field, rise to the situation and improve every element of our educational work, or we may confidently expect to see our place taken by others and be left largely out of any new progressive program. We cannot mark time and exist. We must progress, and that at once. We have experimented, changed policies, and walked around the main issue just as long as we can continue to do so. We should now take a definite stand, either plan to go on, or close out this feature of our work and let someone undertake the task who can handle it properly. No organization could carry on work of this sort as effectively as the Young Men's Christian Association, and the writer is convinced that we will rise to the situation if the Brotherhood can once be led to see our tremendous field of service, our adaptability, and the comparative ease with which we can set our affairs in order and fully meet the situation.

WHOM DO WE SEEK TO SERVE?

This entire program is intended to benefit that great class of employed boys and men who are not adequately provided for by other existing institutions. Their number is legion, and their needs are real and highly diversified.

Employed boys consist of two classes; those who have voluntarily entered business and industry through a misdirected zeal, and those who have been forced to earn their living through economic conditions. These boys, if a fair opportunity is given them, at night or during their hours of leisure, to come in contact with attractive, highly trained Christian teachers, can be led almost at will. They can be taken through the elementary and high school subjects, and, when sufficiently mature, can be inducted into the more technical and specialized forms of vocational and cultural training.

Our second appeal is to employed men of all ages, conditions, and occupations. It has been shown that but a small percentage of these men have been adequately trained in any type of school. This is often their own fault, but, be that as it may, when once they realize that there is little for the uneducated but long hours, hard work, and small pay, they appreciate as never before the necessity for education, and are willing to make any sacrifice to achieve their ideal, provided that the courses they attend are of actual worth.

They are, however, drawn almost irresistibly to Association schools, with their many sided appeals, genuine interest, dynamics, devoted teachers, and thoroughly practical courses.

That such men make good students is shown by the remarkable success of many of the graduates of Northeastern College, with whose careers the writer is in intimate touch. It may be interesting to know that Boston, provided with every type of public school, with three strong colleges, two of them offering evening courses which are largely attended, and with a score of large and small commercial colleges and private institutions, sends to Northeastern College and its secondary schools under normal conditions a student body of over 4000, including many of the outstanding young men in our community.

The quality of work being done by the students of Northeastern College and the type of local examinations they are required to pass is indicated by the following statements, just drawn from our records.

There have been 699 students graduated from our Law School. Of this number nearly 90% have been admitted to the bar of Massachusetts or other states in the Union. A questionnaire reveals the fact that these men have met with large success. The majority are practicing attorneys; others are presidents of banks, heads of large undertakings, or hold other responsible positions; seven are reported as judges in the various courts of the Commonwealth.

The School of Commerce and Finance, being a newer school, has graduated a much smaller number, but a search of the records shows that of the Massachusetts Certified Public Accountants who have attended any accounting school more than one-half were educated at Northeastern College.

The accomplishment of the graduates of our Engineering School indicates a large measure of professional success, and the certificates from our preparatory schools, both day and evening, are accepted by the College Entrance Board.

In the language of the classic writer of Postum fame, "There's a reason"; and this reason is that we give men what they want at the time they can take it, in a form they can assimilate, at a place they can reach, among those

of their kind, and at a price they can pay. We back up these courses with the other splendid advantages of the Association, which unitedly make our work everything that men of ambition and discrimination need.

If we take the best facilities of our best Association schools, combine them, relate them, and group them into a program covering the whole field of education bearing upon the lives of employed men and boys, we shall have a system of the greatest possible economic value, and one which will have a tremendous influence over their lives and well being.

ECONOMIC VALUE

The economic value of such a system of education as we are now conducting its tremendous. Over eighty thousand students were enrolled in our various classes the past year, and if these men were able to earn as a result of evening study but $10 a year in addition to their former wages, the net result would be $800,000. When it is realized that the increased earning capacity of our student body in thousands of cases can be reckoned in hundreds of dollars, and that the graduates of our professional schools frequently increase their earnings from $1000 to $2,500 or more as a result of a four-year course, the significance of the whole undertaking is apparent. When properly standardized, coordinated, and expanded, the value of this work to the nation could be reckoned in millions.

EDUCATIONAL VALUE

It is a trite saying that man craves some dividends this side of the grave. And an organization which avowedly seeks to benefit its members in such definite fashion that they can experience the joys of advancement, homemaking, and citizenship, obtains a tremendous grip on the loyalty and affections of its members, and is recognized as a great public benefaction. The Association school system gives us a direct and immediate approach to the consciousness of our membership, and men realize that every hour spent within our walls is rich in accomplishment and has a direct bearing upon their fullness of life. It would be impossible for us to overestimate the value of this work, or to undertake too great a program.

SOCIAL VALUE

The value to any community of the work of the Young Men's Christian Association is universally acknowledged. Its program is based upon the assumption that idle time is often wasted time, that the unguided pursuit of pleasure may lead one far afield, and that the substitution of right activities for thoughtless, misdirected effort is beneficial to every human being. The Association plans its entire program, physical, mental, social, and spiritual, to so fill the leisure hours of boys and men that they may acquire a taste for the better things, may use their time and efforts to the best advantage, and may become stronger, clearer thinkers and better citizens.

A general program based upon these activities, with no specific vocational or other goal, would be well worth while, but when the various departments of our work are brought to the highest stage of development, they contribute mightily to the happiness, safety, and prosperity of mankind.

STABILITY OF MEMBERSHIP

The element of change in the membership of the typical Association is frequently a matter for deep concern. Not but what we welcome the stranger and "speed the parting guest," but we all desire to encourage our members to remain with us for a number of years. The Educational Department lends itself most readily to the attainment of this objective. Students enroll for periods as long as four years, forming a splendid nucleus around which to build a stable constituency and later a community relationship.

Change in our membership is inevitable and highly desirable, but while encouraging the short term member, we should strive to weave into our organization a large number of serious-minded constructive men who seek not only to acquire but to serve.

SUMMARY OF ADVANTAGES OF THIS PLAN

1. It would standardize and perpetuate our educational system.
2. It would enable us to employ men of rare character and ability as officials, directors, supervisors, and local directors.
3. It would dignify the work of each local Association, would prevent spectacular and unworthy promotion, and enable each Association to secure and retain the services of skilled Christian educators.
4. It would make for general economy in the purchase of supplies, the publication of texts and general administration.
5. It would prevent for all time the exploitation of our Associations by outside interests which seek through special courses to profit from our popularity.
6. It would pledge all of the participating Associations to a definite program and specific performance.
7. It would serve as an announcement to the public and educational authorities in general that we had a plan, a purpose and a field which we proposed to occupy.
8. It would take our school system wholly out of competitive commercialism and would destroy all tendencies to rivalry and duplication.
9. It would relieve the International Committee and the State Committees from the necessity of maintaining educational staffs, as the present members of such organizations would function in the national organization.
10. It would have an immediately favorable effect upon local Associations and do much toward putting them in a strong position.
11. It would utilize our plants, equipment and staff to the full capacity.
12. It would create a unity of purpose, school spirit and loyalty now largely absent.
13. It would bring a new and highly developed type of business management into local Association affairs, an element which has been largely lacking in many of the smaller branches.
14. It would accomplish precisely what enabled the allies to win the war after years of threatened disaster—*concerted action and unified control.*
15. It would bring to tens of thousands of employed men and boys vocational, cultural, and miscellaneous courses now wholly beyond their reach.
16. It would create a vast international educational movement of the utmost value to mankind.
17. It would make the Young Men's Christian Association the greatest educational institution of its kind in the world.

CONCLUSION

Again quoting from Dr. Butler: "One's imagination hesitates to attempt to measure the capacity of one hundred millions of thoroughly well-educated, well-trained, and well-disciplined American men and women. Yet nothing short of this should be the aim of American educational policy."

The Young Men's Christian Association is in a position to function prominently in meeting this need for universal, popular education. Everything is in our favor—ideals, past experiences, tradition, and material resources. If we unitedly determine to bring this thing to pass, though it may take years for full fruition, we shall be making another world wide contribution to the welfare of mankind.

A mighty opportunity awaits; let us go forward.

FRANK PALMER SPEARE.

President of Northeastern College of the Boston Young Men's Christian Association.

Boston, Mass., Jan. 8, 1919

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